DOCUMENT RESUME

ED 259 981 SO 016 695

AUTHOR Kealey, Robert J.
TITLE Everyday Issues Related to Justice and Other Gospel Values.
INSTITUTION National Catholic Educational Association, Washington, D.C.
PUB DATE 84
NOTE 82p.; For related document, see SO 016 696.
AVAILABLE FROM NCEA Publication Sales, Suite 100, 1077 30th St., N.W., Washington, DC 20007-3852 ($4.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Catholics; *Catholic Schools; Christianity; Curriculum Development; Educational Policy; Elementary Education; *Justice; Learning Activities; Parochial Schools; Peace; *Religious Education; Student Educational Objectives; Student Projects; Teaching Guides; Teaching Methods; Values; *Values Education

ABSTRACT

This manual presents situations that occur in the lives of most children and suggests to the teacher related activities which might cause students to reflect on the deeper meaning and significance of the situations. It seeks to make the teacher, and thus students, aware of the fact that peace, justice, and other value issues are part of daily living. There are 31 lessons included, all of which are designed to be used whenever the appropriate situation comes up rather than in a fixed order, as well as two chapters addressed to the teacher which focus on the importance of values education and how to use these lessons. The lesson situations include: new students in class, culturally different students, the elderly, handicapped people, stealing, learning that a friend has stolen something, cheating in school, helping another student cheat, disagreement with a friend, unemployment, academic and athletic competition, the meaning of death, right to life, television commercials, destruction of property, the throw-away society, waste of food, assemblies, care of pets, loss of one's home through a disaster, embarrassing sickness, lack of volunteers, examination period, food drive, operation rice bowl, poking fun at other students, unkind nicknames, mimicking a physical handicap, school service project, Martin Luther King Day, and inaccurate language. Each activity includes the value to be taught, background, objective, and specific activities for primary and upper level students. (IS)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED259981

# EVERYDAY ISSUES RELATED TO JUSTICE AND OTHER GOSPEL VALUES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Kokus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 016 625

Developed by the Department of Elementary Schools
National Catholic Educational Association

# EVERYDAY ISSUES RELATED TO JUSTICE AND OTHER GOSPEL VALUES

prepared by

Brother Robert J. Kealey, F.S.C.

and the

Department of Elementary Schools Executive Committee
National Catholic Educational Association

(c) 1984, National Catholic Educational Association, Washington, D.C.

# INTRODUCTION

This short manual resulted from a resolution passed by the Executive Committee of the Elementary Schools Department of the National Catholic Educational Association in October 1983. This Committee is composed of representatives from the Catholic elementary schools from every area of the United States. One function of this Committee is to discover what are the needs of the Catholic elementary schools of the country. Another function of this Committee is to respond to these needs.

Members of this Committee recognized that many elementary school teachers were having difficulty making the values of peace, justice, and the other Gospel values tangible to the students. Thus, the idea of using everyday events and relating them to Christian values arose. So this manual provides the teacher opportunities to explore with the class the Christian interpretation of those events, to explore the motivations for acting in certain ways, and to suggest that these motivations should be based on Christian values.

Many people from across the United States developed the ideas for the various lessons. These include principally the members of the Executive Committee of the Elementary Schools Department and a group of administrators from Syracuse, New York. The writer took these ideas and fashioned them into a common style and in many cases suggested additional learning activities and evaluation procedures.

We are deeply grateful to the following educators who read the first draft of the manuscript and offered many valuable suggestions: Bonnie Pryor from Omaha, Sister Barbara Neigh and Sister Catherine Meinert from Pittsburgh, and Sister Mary Jane Raeihle and Frank Coughlin from Brooklyn. Margaret Reardon from the Office of the Superintendent of Schools spent many hours proofreading the manuscript. Joan Vahey of Manhattan College typed the manuscript, and Wendy Royston, Administrative Secretary, attended to all the details in the actual production of the manual. To all of these we express deep gratitude.

We believe that the manual provides the teacher with many suggestions for helping students to grow in Christian Values--something that can and should be done in every class. Finally we believe that this manual will be a success if it encourages teachers to actively help children grow in Christian Values.

Brother Robert J. Kealey, F.S.C.
President

Sister Carleen Reck, S.S.N.D.
Executive Director

Department of Elementary Schools
National Catholic Educational Association

TABLE OF CONTENTS


| | Page |
|---|---|
| Introduction | |
| Chapter I....Helping Children Grow in Values..... | 1 |
| Chapter II...How to use the Lessons..... | 11 |
| Lesson 1.....New Student in Class..... | 15 |
| Lesson 2.....Culturally Different Students..... | 17 |
| Lesson 3.....The Elderly..... | 19 |
| Lesson 4.....Handicapped People..... | 21 |
| Lesson 5.....Stealing..... | 23 |
| Lesson 6.....Learning that a Friend has Stolen Something... | 25 |
| Lesson 7.....Cheating in School..... | 27 |
| Lesson 8.....Helping Another Student Cheat..... | 29 |
| Lesson 9.....Disagreement with a Friend..... | 31 |
| Lesson 10....Unemployment..... | 33 |
| Lesson 11... Academic and Athletic Competition..... | 35 |
| Lesson 12....The Meaning of Death..... | 37 |
| Lesson 13....Right to Life..... | 39 |
| Lesson 14....Television Commercials..... | 41 |
| Lesson 15....Destruction of Property..... | 43 |
| Lesson 16....The "Throw Away" Society..... | 45 |
| Lesson 17....Waste of Food..... | 47 |
| Lesson 18....Assemblies..... | 49 |
| Lesson 19....Care of Pets..... | 51 |
| Lesson 20....Loss of One's Home Through a Disaster..... | 53 |
| Lesson 21....Embarrassing Sickness..... | 55 |
| Lesson 22....Lack of Volunteers..... | 57 |
| Lesson 23....Examination Period..... | 59 |

Lesson 24....Food Drive..... 61

Lesson 25....Operation Rice Bowl..... 63

Lesson 26....Poking Fun at Other Students..... 65

Lesson 27....Unkind Nicknames..... 67

Lesson 28....Mimicking a Physical Handicap..... 69

Lesson 29....School Service Project..... 71

Lesson 30....Martin Luther King Day..... 73

Lesson 31....Inaccurate Language..... 75

Lesson 32....Your Lesson..... 77

CHAPTER I

# HELPING CHILDREN GROW IN VALUES

## INTRODUCTION

The Catholic school considers it one of its main purposes to train students in values. As a result of eight or twelve years of Catholic school education the students should have acquired values. What makes the Catholic school unique is the fact that these values are rooted in Christian teachings and practices. The basis of the curriculum for the Catholic school is the Good News of the Gospels. Students are to acquire academic knowledge and apply the principles of the Gospels to this information and to their daily living.

Values development, especially Christian values development, does not happen automatically. A learning environment must be established in order for students to acquire values. This is especially true of Christian values, which are frequently contradictory to the prevailing caprice of society. Mass media, peer groups, even families may advocate and espouse a different set of values.

The time that the teacher has in the classroom each day is very limited in terms of values formation which development generally takes a long period of time. Therefore, the teacher must make use of every opportunity to help children grow in values. The Catholic school teacher must be convinced that the growth of students in values is a primary obligation for one who has accepted the ministry of teaching in the Catholic school. The Catholic school teacher must be convinced that programs can be initiated to help students grow in values. The Catholic school teacher must be convinced that students' growth in values can be measured. All Catholic school teachers must share in the common responsibility of helping children grow in values.

## VALUES

Before a consideration of how students grow in values is provided, a brief explanation of the concept of values will be presented. The concept of values can be examined in two ways: one way portrays values as a set of external goals; the other way depicts values as personal motivations for one's actions.

The Christian educator reads the Gospels and learns Christ's challenge to live a life based on certain principles. These are probably best summarized in the Eight Beatitudes. In this sense a value is considered a goal or an objective which a person strives to attain. The person sees in the Gospels ideals greater and more lasting than the lesser and more transitory satisfactions frequently proposed by modern society. Christ presented the value of love, for example, in the story of the Good Samaritan. The Christian sees that value and

recognizes that this is a quality that he/she should possess.

This leads to the second aspect of a value. Once having identified the value, the Christian now strives to acquire the value. This is a free choice on the part of the person. As the person tries to better understand the value, the person tries to mold one's life to reflect the value. This results in the person's acting in a way consistent with the value. The value of love leads a person to respect and assist all people. The more one acts in a way consistent with the value, the more this reinforces the intellectual and affective commitment to that value.

The internalization of a value can be thought of as a continuum ranging from mere awareness of the value to a complete internalization of value so that it characterizes the person. Awareness of the value may have no effect on the person's actions, while characterization causes the person to act consistently and spontaneously in accord with the value.

The teacher's role in values development in a Catholic school is threefold. The teacher must first acquaint the students with the values contained in the Gospels. This is basically an information giving step. Second, the teacher helps the student see the worth of the value. This is both cognitive and affective. More information leads to a commitment to the value. The third role of the teacher is to provide the environment and activities which will help the students internalize the values. To internalize the value means to accept the value as a motivation for action. The process of internalization is a slow developmental process.

## DIFFERENT WAYS OF ACQUIRING VALUES

This chapter will present five different ways in which students acquire values. One of these will be examined at greater length, for this rational process should be the basis of all values formation.

### 1. Inexplicable Motivation

Some values are acquired for unexplained reasons. They are acquired because a person is a physical being. A teacher might hear a little girl say, "Boys are too loud." Or a young boy might say, "Girls are no fun." If the teacher were to question the boy and the girl about their statements, the answer that they probably would give is, "Just because." A parent might say, "The principal of a Catholic school must be a sister." Again when questioned, the parent might respond, "We always had a sister as principal." In these examples the person is responding from some deep personal conviction developed through personal experience over a long period of time. The person is hard-pressed to explain why this attitude has been developed.

This may appear at first sight to be an irrational way of thinking. Nevertheless, it can become a first step in the formation of a value. The person may eventually come to see the rational reason for the particular behavior. Many adults as children said grace

before meals because they were forced to do this by their parents. As the children became older they may have discovered the reason for this activity. Thus what was originally an automatic and unthinking activity, now has great meaning and significance attached to it.

2. Identification

Many values are acquired because the person belongs to a particular group. The individual identifies with that group and thus acts in a way that is consistent with the perceptions of other people regarding how this group should behave. The most famous examples of this are the boy scouts, girl scouts, marines, various athletic teams. Because an individual person seeks to belong to the group, that person chooses to become identified with the group. The identification with the group requires that a person act in a way consistent with the rules and regulations of the group.

Schools also seek to have students become identified with the philosophy of the school. Pep rallies serve the purpose of having students identify with the school. Schools also sell jackets and other clothing that the students wear as a sign of their attachment to the school. Many a teacher says to a class as it is leaving for a class trip, "Behave like good ladies and gentlemen from St. _____ School!"

Identification which results in repeated actions may lead to an internalization of the value of the particular behavior. However, this internalization requires the person to reflect on the motivation for the particular behavior. A person who does not reflect on the motivation for the behavior may not be acting out of a perceived value but merely acting in order to remain a faithful member of the group.

3. Imitation

Imitation is somewhat similar to identification. The difference between the two actions is that in imitation the person adopts the behavior of a particular person rather than of a group. The person sees in the other person an idol and seeks to become more like that person. Students in the middle and upper grades frequently imitate the behavior of rock singers, athletes, movie stars. These students tend to dress, talk, or walk in the same fashion as the model. The person seeks to become more identified with the model by reflecting as closely as possible the actions of the model.

Imitation is something of a two-edged sword because students imitate both the good and the bad characteristics of the hero of the moment. This is especially true of students who have not developed critical thinking skills. Teachers also serve as models and students quickly model their behaviors. Many a person received a religious vocation because of a priest, sister or brother whom that person admired as a youth. Research indicates that students in college in many cases pick their majors based upon the effect that a teacher in junior or senior high school had on them.

If imitation is not followed by a reasoned understanding of

the particular behavior and the motivation for it, the person will be subject to many different behaviors which may be contradictory to one another. The person will imitate whoever the hero or idol of the moment happens to be. Such a person s behavior and value system can become very erratic.

4. Emotionally Charged Experience

A highly emotionally charged experience can result in a complete change in a person. A famous example of this situation would be St. Paul´s conversion. The lives of some saints also reflect this same experience. Many pilgrims to Lourdes do not experience a physical miracle, but they do experience a spiritual miracle. Certainly many students in schools have been deeply affected by the words and actions of a Father Bruce Ritter or a Sister Theresa of Calcutta. As a result of this experience the students may adopt another set of behaviors. Some schools have experienced the complete change that occurs in a student body when one of the students is tragically killed. While some people might claim that these experiences and the changes that take place are nothing but examples of emotionalism, for others they have a profound and lasting impact.

All these experiences can be used as a first step in the development of the value. If the students follow the experience by reflection, a sound basis for the development of a value may emerge.

5. A Rational Process

The above four means can be viewed as catalysts that propel people to act in a particular manner. A common problem shared by all of them is that their effect may not be lasting once the memory of the experience or the person has faded. Now the students are left without anything to sustain them through life. Therefore, for a value to be truly internalized people must go through a cognitive experience of examining the value, other ways of acting, and alternative motivations for acting. A value is something that is freely chosen from among alternatives. The better the values and the alternatives are understood, the firmer will be the hold on the value. Four aspects are involved in this rational process.

5.1 Need for Facts

The first aspect of the rational selection of a value is the need for facts and information. Values are built not only on the affective, but also on the cognitive. For students to have a concern for a peace and justice issue, they must know what are the facts. Facts provide the information needed to make a choice. The more facts that students have, the easier it is for them to make the choice.

Part of the teacher´s responsibility in helping children grow in values is to train them how to discover the facts. The students must recognize that they need to look beyond the headline of a newspaper article or the presentation made on a news broadcast. It is necessary that facts be gathered from a variety of sources, before the students can substantiate them. This gathering of facts leads to the

second aspect of the rational process.

5.2 Critical Evaluation

Once having gathered the information the students need to sift through it in order to determine if it is true and reliable. This involves the students in critically evaluating the information. This step of critical evaluation requires the students to use all their skills of critical thinking. This provides the teacher with a different and essential reason for training students in the skills of critical thinking.

One of the teacher's greatest tools in developing critical thinking is the question. Challenging questions help students to see relationships, implications, inferences, and generalizations.

5.3 Time to Reflect

A third aspect of the rational process is providing students with time to ponder what they have discovered. Even when a teacher asks a question the teacher must provide the students with time to think. If this is not done the teacher will receive very shallow answers. The reason for this is that the students have not had the time to examine the situation thoroughly and to decide among several alternate possibilities.

Reflection is not limited merely to a time to develop an answer to a question. Students should be provided with time to reflect on information presented. This reflection should also be tied to an assignment that requires the students to formulate a response. After information has been presented to the class, the class has critically examined it, and has thought about its implications, the teacher may require the students to write a short statement of what the information means to them. The formulation of this statement whether, it be in speech or in writing, helps the students to further delineate their ideas. Giving verbal or visual expression to one's ideas gives those ideas a greater clarity and a certain stability that allows the further investigation of the matter. A teacher may require the students to record their ideas in a journal. This journal entry may be private or shared with a group of students or with the teacher. At this stage the important point is that the students have reflected on the material and formulated their ideas.

5.4 Need for Feedback

Finally, in order to develop their values through a rational process the students need to share their ideas and receive feedback. The sharing of their ideas serves two important functions. First, the students hear what other students have discovered. This can help confirm the students in their ideas or it can challenge them to rethink their ideas. It also enables the students to receive the reactions of other students to the ideas presented. ,This feedback again confirms or challenges the individuals.

During this sharing, the teacher and the other students must

respect the ideas presented. Although the teacher may disagree with some line of thinking, the teacher must not denigrate the students' ideas. If this happens, some students will no longer openly share their ideas, but rather they will express only those ideas that they think the teacher wants to hear. This does not mean that the teacher lets false or erroneous thinking prevail. Rather the teacher leads the students to see the lack of logic or consistency in their thinking. An effective way of leading students to see their errors is through questioning. By posing critical questions the teacher redirects the students' thinking in a new channel that may have been missed. Another effective way of dealing with faulty thinking is to ask a student to verbalize the steps in the thinking process as the student grappled with the problem. The entire class listens and questions the student at every step in the thinking process. This demonstration of where the student made an error in thinking is most effective in teaching logical thinking.

CHALLENGE TO ACT

Once a value has been developed, that value must be deepened. This is done by regularly acting upon the motivation of the value. A person's sense of service to others will be lost if that person does not regularly practice that value. Therefore, an important part of values development requires the teacher to pose regularly situations in which the students can practice their values.

In doing this the teacher needs to have great trust in the students. The teacher also needs to exhibit a great sense of freedom. If this is not done the students will merely be acting out of a sense of uniformity or in order to please the teacher. The teacher merely poses the situation or problem and then steps back. Each student individually must decide what he or she will do. A value is freely chosen. The teacher must allow the students to choose the value freely.

What does a teacher do who sees that several students are consistently not choosing the Christian value? As in all teaching once the diagnosis has been made, the remediation step must be applied. In this case the teacher may decide that it is time to go back as a class or a small group of the class and again examine the value in question. The given situation may require an alternate response. However, the teacher does evaluate the students' growth in values and does act on the information learned from the evaluation.

DEGREES OF CHALLENGE

As students mature their responses to a value situation should change. Younger students would not be expected to act in the same way as older students. The teacher changes the instructional approach automatically in the academic subjects of the curriculum in order to meet the developmental level of the students. The same must be done when developing students' values. More is required of sixth graders than of third graders.

A school in fashioning its program in values development needs

to list certain activities and responses expected of students in each of the grades. These activities and responses should become increasingly more challenging as the students become older. In dealing with a value associated with respect for life, the younger children's behavior reflects a certain degree of internalization while the older students' behavior reflects a much deeper internalization and a deeper understanding of the value. If the school does not have this developmental sequence for growth in values and continues to allow students to respond on rather immature levels, students will continue to respond on these levels when they leave the school. Students will be unprepared to face the challenge posed to their value system by modern society.

CONCLUSION

This short chapter seeks merely to emphasize that the teacher must take an active role in the development of values and that schools must have a program for the development of values. The point is also made that values to be truly formed must be based on a rational process of selection. Values must be practiced to be more deeply internalized. Students must be challenged to act on their values in ways that are appropriate for their age and maturity levels. A Catholic school that is engaged in such a program will produce the Christians equipped intellectually, emotionally, and spiritually to live in the demanding world.

## CHAPTER II

## HOW TO USE THE LESSONS

### INTRODUCTION:

The teacher who will use this manual should know right from the start what this manual is and what it is not. Sometimes it is easier to explain something by saying what it is not. This manual is not a scope and sequence for the teaching of peace, justice and other values. This manual is not an explanation of ways to teach peace and justice. This manual is not a values curriculum. This manual merely presents situations that occur in the lives of most children and suggests to the teacher related activities which might cause students to reflect on the deeper meaning and significance of the situations. This manual seeks to make the teacher aware of and thus students aware of the fact that peace, justice and other value issues are part of daily living. Through using these occasions and the instructional activities the students might begin to internalize some of the values that are proposed in the Gospels.

The writers of this manual believe that in order for students to deepen their commitment to Christian values they must be faced with value opportunities, they must reflect on how to act given these opportunities, and they must share their reflections with others. Only by being forced to share their reflections will the students learn the true motivation for their actions. The verbalizing or the writing of their ideas fosters a deeper understanding of these same ideas. Students need feedback from others about their ideas. Students need to learn how others react to similar situations. Sharing provides these opportunities.

### THE LESSONS

The thirty-one lessons that form the body of this manual should not be thought of as a program for the year. This manual is a resource for the teacher to be used as one of the situations presents itself. A teacher need not actively seek to cover all thirty-one lessons each year.

The word <u>lesson</u> was purposely chosen in order to signify to the teacher the importance of taking an active and systematic role in helping students develop values. The lessons follow a traditional lesson plan format for the same reason. A motivation is presented, the title of the lesson or the situation. A concept is identified, the value. Background information is given and a learning objective stated. Instructional activities are presented followed by an evaluation.

The lessons are to be adapted to the particular situation. New situations will present themselves. That is why Lesson 32 is blank. This is to encourage the teacher to develop personal lesson plans that foster values.

## THE TEACHABLE MOMENT

Every teacher knows that periodically the teachable moment arises. An opportunity presents itself for teaching students some important information or skill. Many times a teachable moment is presented which enables the teacher to foster the development in students of a particular value or attitude. These moments must be seized by the teacher for they carry with them the internal motivation that is so necessary for learning to take place.

However, teachable moments need not be extraordinary events. The teachable moment may be an everyday activity. The creative teacher seizes this moment and turns the ordinary into a powerful learning experience.

This manual deals with such situations. These moments include: arrival of a new student, competition in sports, stealing, destruction of school property, death of a friend, and many others. The teacher uses such an event to draw the attention of the students to the value choice that the event presents. For example, something may be stolen in the classroom and some students may know who took the object. These students must make a choice between their value of justice and their false sense of friendship. One teacher may dismiss the teachable moment and be concerned only with the return of the property. Another teacher will use the occasion to cause the students to reflect on the difference between justice and a distorted sense of charity.

## WHEN TO USE THE LESSONS

The authors for these lessons assume that helping students grow in values is not only the task of the religious studies teachers; rather in a Catholic school all teachers are concerned with fostering values. Values development does not limit itself to a particular subject. All subjects provide opportunities for helping students deepen their values. Thus the activities presented in this manual can be introduced into any class.

During social studies the teacher may learn that some students criticize other students from a different culture. This is the teachable moment for Lesson 2. A science lesson may present the teachable moment for Lesson 16. The teacher may have discovered cheating on a mathematics test. This is the teachable moment for Lesson 7. The teacher seizes the situation and presents to the class a brief lesson on the value presented by the situation. The activities need not last for an extended period of time. The teacher then observes the students over the next several days to discover if their behaviors have changed and reflect the value. When another opportunity presents itself, a different value is presented. Enough real situations present themselves during the year so that the teacher

need not use contrived situations.

THE LESSON PLAN FORMAT

1. Value

Each of the lessons or situations in this manual is tied into one of the eight values presented in the NCEA Vision and Values program. These values are faith, hope, love, courage, community, justice, reconciliation, and service. This was purposely done in order to facilitate the use of this manual with the development of the school's curriculum if the school is following the model of Vision and Values. If a school is not following this model, this manual can still be used because the eight values listed above closely parallel the Eight Beatitudes in the Gospel of Matthew.

2. Background

This brief section links the lesson's title and the suggested value. This section also serves to provide an introduction for the teacher to the lesson.

3. Objective

Each lesson has a particular objective. When a teacher presents a lesson, the students are expected to learn specific information or acquire a skill as a result of that lesson. The same concept is true when helping students to internalize values. The activities that the teacher employs should be geared to having the students make a particular response. Thus a teacher must have clearly in mind exactly what students are to learn or acquire from the particular experience. While each of the lessons presents a particular objective, a teacher may have a different objective for the particular class. The important point is that the teacher has an objective that relates to how the students will reflect on the value content of the situation.

4. Activities

Each lesson includes several activities. These are divided into Primary Level and Upper Level. Primary is a vague term that refers to the early elementary grades, and Upper is also a vague term that refers to the later elementary grades. A teacher who knows the particular class can best decide which activities are most appropriate for that group of students. The teacher will also see that many of the activities presented in the manual can be adapted for use on both Primary and Upper levels.

Several activities are presented. This does not mean that a teacher should have the students do all the activities. The activities are presented merely to provide ideas for the teacher. Frequently one activity will be sufficient to achieve the objective of the lesson. At other times a teacher may wish to use several of the activities. The moment and the class determine which activities and how many of them are used. The teacher will also modify the activity

to fit the students needs.

Whatever activity is used, there must be three parts to its use. The first part is the activity itself, which is generally teacher directed. The second part of the activity is a period of reflection. This need be only a brief period of silence or it may extend for several minutes. During this reflective period the students ask themselves: "What has been learned from this activity?" "What does this mean to me?" "What have I learned about myself?" The third part of the activity is a sharing of these learnings. This sharing can be with oneself by writing an entry in a personal journal, with a small group of peers, with the teacher, or with the entire class. Again the teacher's knowledge of the class and the particular situation will determine the type of sharing.

5. Evaluation

This aspect of the lesson brings the teacher and class back to the objective of the lesson. This is an activity that the teacher pursues or has the students follow which provides some insight into whether or not the students are growing in their internalization of the value. The teacher's observations of this evaluative experience will dictate what the teacher should do the next time a similar teachable moment presents itself.

This evaluation step also reminds the Catholic school teacher that he/she must be concerned with the formation of Christian values in students. This concern expresses itself in an awareness of the behaviors of students which lead the teacher to infer that the students are growing in values. The fact that some students will act in a certain way just to please the teacher, should not be used as an excuse for failing to measure the growth of students in values.

CONCLUSION

While many teachers will find the above traditional lesson plan format very helpful, other teachers may decide to use the material in a variety of ways. Some teachers may also find that several lessons should be presented regularly and these teachers may not wait for the teachable moment. The individual teacher in the classroom will know best how to use the lessons.

The authors of this manual will be satisfied if it helps teachers to begin to integrate value development into the regular lesson.

Lesson 1

## NEW STUDENT IN CLASS

VALUE: Love

BACKGROUND: In today's mobile world students frequently move from one neighborhood to another. This results in their transferring from school to school. When a student moves to a new school, that child frequently feels isolated and alone.

OBJECTIVE: At the end of this lesson the students will engage in some activities to help a new student feel at home in the school or neighborhood.

ACTIVITIES:

Primary Level

1. Check the basal reader. Frequently it includes a story on this topic. Follow the instructions in the teacher's manual and use this selection for the day's reading class. Follow the reading of the selection by having some students comment on how they felt when they first moved into the neighborhood.

2. Role play with several students the situation of a new student in the class. Have the students exhibit both positive and negative approaches to the new student.

3. Group the class into groups of six. Identify one student in each group who will be the outsider. Remove the outsiders from the classroom for a few moments while you explain the activity to the rest of the class. Give the other students a paper and crayons. Instruct the students to draw a cooperative picture of a house, field or some other simple scene. Instruct the group also that everyone in the group is to participate except the outsider. Bring the outsider back and allow the activity to run for three to five minutes. Discuss the conduct of the group and the outsider. Discuss the feelings of both the groups and the outsiders.

Upper Level

4. Discuss with the class the problems a new student may have, ways the new student may resolve these problems, and ways other students may help the new student.

5. Send two students out of the classroom. Tell them that when they come back they are to carry out the instructions given to the rest of the class. The two students may ask the other students to tell them or show them what is to be done. Instruct the rest of the class in some very simple procedure (erase the blackboard, collect papers, tell a story) that you want the other two students to do.

Tell the class that they may help the other two students by answering their questions with either a "yes" or "no." No additional words of help may be given. The students in the class may not volunteer any information. Bring the two students back to the class. The exercise begins with complete silence as the class waits for the two students to ask a question. Let the exercise run for about five minutes. After the exercise discuss with the students what they thought and felt during the exercise.

6. Present the students with three boxes: one wrapped very attractively, one wrapped neatly in brown paper, and one wrapped very unattractively. Tell the students that each box contains a special object. Say to the students, "If you could have one object, which box would you choose?" The choices are recorded by teacher or students. Unwrap the attractive box, which is empty; unwrap the box covered in brown paper which is empty; unwrap the unattractive box, which is also empty. What is in each box? Each box contains the students imaginations. Discuss how people frequently judge other people without really knowing them.

EVALUATION:

Observe how the students treat a new student on the playground, or when sides are chosen for spelling bees or mathematics bees.

Provide time for the students to quietly reflect on how they treated new students. This may be followed by sharing their reflections in small groups.

In classes of upper grade children, permit the new student to share his/her feelings with the class after being a member of it for a month.

Suggested by: Brother Robert Kealey
Office of the Superintendent of Schools
Archdiocese of New York

Lesson 2

## CULTURALLY DIFFERENT STUDENTS

VALUE: Community

BACKGROUND: Students sometimes react negatively to students from different ethnic backgrounds. This may be due to a lack of knowledge of and experience with people from other cultures. It may also be due to learned prejudice acquired from adults.

OBJECTIVE: At the end of this lesson the students will initiate conversation, sharing and other activities with students from different backgrounds.

ACTIVITIES:

Primary Levels

1. Read the book The Hundred Dress by Eleanor Estes, published by Harcourt Brace Jovanovich, to the class. Discuss the feelings of Wanda, Peggy, and Maddie. Ask the students if they ever had the same feelings. When and Why? What did they do? Role play some scenes from the book.

2. After a class discussion of individual differences, provide a few minutes for the students to reflect privately on how they have behaved to people who came from different ethnic groups.

3. Plan a Culture Appreciation Day. Students are encouraged to dress in native dress. They share reports about the homeland of their ancestors. Foods from different countries can also be shared.

4. Have a Making a New Friend Day. Each student is to sit with a student at lunch that the student has never eaten with before. Each student is to introduce himself/herself to a student whom he/she had not met previously.

Upper Level

5. Have the students answer the following questions on a piece of paper. What makes me happy? What makes me afraid? How do I spend my free time? What is my favorite song? Who is my favorite singer? What is my favorite class? What clothes do I like to wear? What is my favorite season of the year? What sport do I like most? Then have the students meet in groups of five or six and share their answers. Have one student record all the answers for the group. Lead the students to observe that no question was answered exactly the same by all the students. Discuss with the students the importance of

differences.

6. Invite to the class a teacher who speaks a language other than English and ask that teacher to teach the class a brief lesson using that language. The lesson may be on colors, how to tell time, the days of the week, how to draw a circle, or any rather simple material. The students are not told in advance the subject of the lesson. At the end of the lesson the students are given a test, which is graded and returned to the students the next day. At this time a discussion takes place on the following topics: How did I feel during the class? How did I feel when I was given the test? What did I learn from the experience? What insight does this experience give me about people who don't understand English? Lead the class to recognize how isolated they were during the experience.

7. Hold a rap session with the class to discuss the treatment of minorities.

EVALUATION:

Observe how the students treat students from other backgrounds.

Privately challenge a student to reflect whether he/she is acting as Peggy or Maddie did with Wanda.

Suggested by: Sister Stella Maria Enright, D.M.J.
St. Paul the Apostle School
Los Angeles, California

Sister Nancy Gregg
Bishop Scully High School
Amsterdam, New York

Sister Mary Ellen Shirtz
Bishop Ludden High School
Syracuse, New York

Lesson 3

## OLDER PEOPLE

VALUE: Community

BACKGROUND: Many students today have little contact with grandparents or older people. Society places great emphasis on youth, energy, and vitality. Television, movies, and other media rarely show the older generation as the forebears of today's progress.

OBJECTIVE: At the end of this lesson the students will be able to explain why older people should be valued.

ACTIVITIES:

All Levels

1. Take a survey in class of those students who live with their grandparents, who can walk to their grandparents' homes, who live in the same city as their grandparents, who must travel an hour to visit their grandparents, who must travel several hours to visit their grandparents, whose grandparents are dead. Take another survey of the last time the students saw one of their grandparents. Chart the results of both surveys on construction paper and display the charts. What does a comparison of the two charts show?

2. Allow those children who regularly visit or see their grandparents to share with the class some of the things that they do with their grandparents.

3. Construct a list of all the things that the students see older people doing.

4. Discuss how older people are portrayed on television. Do these representations agree or disagree with the list constructed in #3?

5. Have some of the students interview older people, asking them about the following items: their educational background, their work, their families, their travel, what things are different today compared to when older people were in school. Have these students present a report to the rest of the class on their research.

6. Invite some older people to come to the class to speak to the students. Let the students suggest people whom they would like to meet. Prepare both the class and the speaker for this by eliciting topics and questions from the class and then sharing these with the

guest speakers before the presentation.

7. Set up a reading corner in the school library. Invite a few older people to come to the library at a set time each week so that each adult can read to an individual child for fifteen minutes.

EVALUATION:

Observe the interaction between the students and the older people.

Have the students list all the things that they learned from the older people.

Have the students list contributions the older people have made to their personal lives and the community.

Have the students suggest ways that they can better appreciate and value older people.

Suggested by: Sister Stella Maria Enright, D.M.J.
St. Paul the Apostle School
Los Angeles, California

Lesson 4

## HANDICAPPED PEOPLE

VALUE: Courage

BACKGROUND: Everyone is handicapped in some way. Everyone is also gifted in some way. Persons who have special handicaps are more like us than different. They have the same need for fun and friendship in their lives that all people have.

OBJECTIVE: At the end of this lesson the students will be able to list the gifts that the class has and list the accomplishments that handicapped people make to the class and society.

ACTIVITIES:

Primary Level

1. Have the students explore the gifts that are in the class, e.g., some students paint well, some sing nicely, others do well at physical activities, still others are friendly or kind, etc. The teacher emphasizes that all these gifts make up the class. The teacher also explores with the class some of the handicaps in the class, e.g., some students wear glasses, some are shorter or heavier, others are slow in doing their work, some have trouble coloring, etc. Again the teacher emphasizes that all these shortcomings are another form of gift and the class would not be such a fun class if these handicaps were missing.

2. Play the game "See What I can Do." In this game students stand at the front of the class and explain to the class some special talents that they have. The rest of the class listens attentively and applauds each speaker.

3. Blindfold a student and ask that student to walk across the gym. Blindfold another student and have a third student guide the second student around the gym. Have the three students share with the class their feelings. Have them emphasize their sense of helplessness, sense of dependence, sense of helping.

Upper Level

4. Assign to each of the students a historical person who had a certain handicap and have the students research those persons' contribution to the world. Among the subjects include Rev.Harold Wilke, Ludwig van Beethoven, Helen Keller, Stevie Wonder, Franklin Roosevelt, Senator Robert Dole, Cure of Ars, Zacharias, Louis Braille, Ray Charles, Sammy Davis Jr., Thomas Edison, George Wallace.

5. Have a team of students survey the school and church and list areas where handicapped people might have trouble because of some physical feature of the buildings. Have them suggest ways of

correcting the situation.

6. Invite to class a teenager with a handicap. Ask that student to explain to the class how he/she wishes to be treated by other teenagers.

EVALUATION:

Have the students write a short paragraph on the many different gifts that students in the classroom have.

Have the students write a short paragraph on what it would mean to them if they were handicapped in some area of life.

Have the students write a short selection on all that the world would be missing if there were no handicapped people in the world.

Suggested by: Grace Harding
Office of Special Religious Education
Diocese of Pittsburgh

Lesson 5

# STEALING

VALUE: Justice

BACKGROUND: Opportunities present themselves in which a student may be tempted to steal. Today's society encourages the accumulation of many things. The pressure of peers and the wide acceptance of stealing make it difficult for a person not to steal.

OBJECTIVE: At the end of this lesson the students will verbalize the value of honesty and the rejection of seeking quick gratification through stealing.

ACTIVITIES:

Primary Level

1. Have the students color a picture of a child holding a toy. Discuss with the class how that child would feel if someone took that toy and would not give it back. Have the students draw a new picture of the child emphasizing the expression on the child's face.

2. Have a puppet show in which the two puppets describe their feelings when something of theirs has been stolen. Have several students carry out this exercise.

Upper Level

3. Divide the class into small groups and give each group a card with one type of stealing that some of the students may have been involved in. Such types of stealing might include: computer piracy, claiming to have put money in the telephone, cheating on a test, shoplifting, sneaking into a movie, copying homework. Have the students identify the particular injustice involved. Have the students also suggest ways of discouraging this type of activity.

4. Ask the class to write on a card three things that they like very much. Next tell them to draw an "X" through one of the items. Tell the class to consider that they have just learned that this item has been stolen from them. Ask the students to write down on the card their thoughts when they learned this. Have the students divide their thoughts into two groups: what the item means to them and what their opinion is of a person who steals. Now have the class share their ideas with one another.

5. In small groups, have the students discuss what should be

done if a student finds a twenty dollar bill in the clothes closet of the classroom. Have them next discuss what should be done if one dollar is found. Lead the students to discover that the principle is the same.

6. Relate to the class the story of Abraham Lincoln walking several miles on a wintry day to return a book. Why did he do this? Why must stolen objects be returned? What are different ways of making restitution?

EVALUATION:

Write the following sentence on the blackboard, "Stealing takes away more than just merchandise." Require the students to write a short reflective essay on this topic in their journals.

Suggested by: Dennis Poyant
St.Mary School
New Bedford, Massachusetts

Lesson 6

## LEARNING THAT A FRIEND HAS STOLEN SOMETHING

VALUE: Justice

BACKGROUND: Sometimes students discover that a close friend has been stealing different things. This causes great confusion in the minds of the students. How do they relate to this friend now? What should they do? Should they say something to the friend? Should they tell another?

OBJECTIVE: At the end of this lesson the students will have developed a sense of justice to all people including their friends and especially when their friends are in trouble.

ACTIVITIES:

Primary Level

1. Pose this problem to the students, How can a student stand in the middle of the classroom and touch all four walls? Lead the class in a discussion of what cooperation means. As the discussion progresses, ask the entire class to stand in a large circle and hold hands. Then pose the challenge to the class again. After the demonstration lead the class in a discussion that a challenge faced by one can be solved by all working together as a team.

2. Ask the students to explain who is a tattletale. Have them give examples of tattletaling. Pose more serious situations to the class and ask the students if these would be cases of tattling. In serious matters the student may have an obligation to inform on another. Lead the class to realize that a distinction exists between the two types of telling on another.

3. Have two students use handpuppets and enact a play of one puppet discovering the other puppet in the act of stealing something. Allow several groups of students to enact this situation. At the end of these performances, ask the class what they have learned.

Upper Level

4. Have two students role play a discussion in which one student confronts the other student with the fact that it is known that the student has been stealing from others. Have several students do this. Later discuss with the students why it may be necessary at times to confront a friend in such a situation.

5. Have a debate between two sides of the class on the issue

of informing on a friend who is stealing. While the class is debating, the teacher writes on the board the major arguments that arise. After the debate discuss with the class the major arguments that were presented. Point out the values that each argument implies.

6. Discuss with the class the idea of putting the good of one person before the good of the entire class. Cite some examples of this from history and from current events. Lead the class to see the consequences of such action.

EVALUATION:

Ask the students to write a list of their obligations to a friend. See if the students include the obligation to help the friend live a moral life.

Have the students cite specific examples when it is necessary to confront a friend with some wrong the friend is doing or when it may be necessary to inform someone in charge regarding what is happening.

Suggested by: Thomas De Santis
Our Lady of Pompei School
Syracuse, New York

Lesson 7

## CHEATING IN SCHOOL

VALUE: Justice

BACKGROUND: Many people in society advocate getting ahead no matter what it takes. For some people cheating is an accepted way of life and nothing is wrong with this type of behavior. This attitude may be found among some students and may influence how they act in school.

OBJECTIVE: At the end of this lesson students will develop pride in doing their own work and acknowledge that cheating is an injustice.

ACTIVITIES:

Primary Level

1. Role play a card game in which a player peeks at a card and thus wins the game. Then discuss with the students the following questions: How do you feel when someone has cheated? Why is cheating wrong? How do we react to cheaters? How can we help others overcome this bad habit?

2. Using hand puppets, have students dramatize how one puppet cheats on a test without the other puppet knowing this is happening. A third student introduces another puppet who is the teacher. The teacher puppet questions the two student puppets on why both of them have exactly the same answer. The teacher tries to discover who did the cheating. After the puppet show, discuss with the class the incident. Lead the students to see how both students and the teacher are hurt when someone cheats.

3. Using handpuppets have two students carry on a discussion in which one puppet is encouraging the other puppet to cheat but this puppet will not cheat even if it means failing a test because this puppet wishes to submit only his/her own work. Have the second puppet emphasize that even though the work may be wrong it is mine. This puppet is proud of doing the work.

Upper Level

4. Have the students write a paragraph explaining cheating. Follow this by having them discuss their paragraphs in small groups.

5. Set up a game which has two teams. The teacher acts as the referee and allows team A to cheat but is very exact with team B. After the game discuss how the students feel.

6. Hold a debate in class on the question, "Should a student tell the teacher that another student is cheating on the test?"

7. Hold a debate in class on the question, "Sometimes it is acceptable to cheat."

8. Have the students discuss the difference between cheating and helping another student. Why is one a virtue and the other a vice?

EVALUATION:

Ask the students to write a short paragraph of why they are proud of their work.

Ask the students to explain how cheating hurts themselves, the person stolen from, and the class in general.

Suggested by: Bonnie Pryor
St. Cecilia School
Omaha Nebraska

Lesson 8

## HELPING ANOTHER STUDENT CHEAT

VALUE: Justice

BACKGROUND: Sometimes a student will approach another student and ask that student to give him/her answers on a test or the evening's homework. Two behaviors are involved in this: the conduct of the asker and the conduct of the one asked. Peer pressure sometimes forces students to act contrary to what those students believe.

OBJECTIVE: At the end of this lesson the students will be able to analyze a situation and act in a way displaying the Christian value of justice.

ACTIVITIES:

Primary Level

1. Have students use hand puppets and portray a situation in which one student asks another to give him/her the answer on a test. Have several students role play this situation with the puppets. After several have done this, lead the class in a discussion of the reasons given for not helping another student cheat.

Upper Level

2. Have the class develop a list of situations when it is appropriate for one student to help another student with the homework and when it is not appropriate. Lead the class to distinguish between helping and cheating.

3. Role play the situation in which a bigger, stronger student asks a smaller, weaker student to give him/her the homework. Have those role playing concentrate on the injustice of sharing one's work with another in this situation and the courage it takes to stand firm.

4. Share with the class situations when one person must do something that will hurt another person, e.g., a teacher failing a student, an employer firing an unproductive worker, a coach discharging an uncooperative player. Lead the class to think about the person who must do the unpopular thing. Have the students see that this is done frequently in life, that it is difficult for a person to fire another person, that there are always just reasons for acting in such a way.

5. Have the students discuss the guilt of the person who helped another student to cheat. What does the government do to people who help other people commit crimes?

6. Have the students create a list of reasons why one cheats

and why one doesn't cheat. Then have them create a second list of why one should help another student and one should not help another. Have them compare the two lists to discover similarities.

EVALUATION:

Pose to the class a case study in which one student asks another student to help him/her cheat. Ask the class to write an analysis of the situation and the conclusion as to what the student should do.

Suggested by: Sister Winifred Guinan
Fulton Catholic School
Fulton, New York

Lesson 9

## DISAGREEMENT WITH A FRIEND

VALUE: Reconciliation

BACKGROUND: Children look to adults as models for their behavior, especially in cases where a disagreement arises. For a variety of reasons quarrels may arise among friends. Children frequently see violence used as a way to solve the problem. Students need to learn other ways of solving disputes.

OBJECTIVE: At the end of this lesson students will be able to list different ways of solving conflict other than through violence.

ACTIVITIES:

Primary Level

1. Select five students who will use hand puppets for this activity. The first puppet will give the second puppet a set of directions. The second puppet will tell the third puppet the same direction. This will continue until the fifth puppet gives these directions to the class. Do not allow any of the puppets to hear any of the previous set of directions. Each puppet only hears the directions given by the previous puppet. After the fifth puppet has given the directions to the class, have the students discuss how this message is different from the original. Let them suggest reasons why the message is different.

2. Use the above example to discuss how disagreements frequently arise because of misunderstandings among people which relate to differences in their intentions, their feelings, their desires, their needs.

3. Use the above example to discuss how disagreements are more easily settled when the communication between people is very clear.

4. Use the above example to discuss how a person should behave who discovers that he/she has received a false message. What can be done to correct the situation? What can be done to prevent this from happening in the future?

5. Have students role play a family situation where there is disagreement. Encourage the students to seek means to settle the disagreement peacefully. Remind them of the importance of discovering all the facts. Permit different groups to role play different situations of conflict.

Upper Level

6. Have the students brainstorm all the different ways to

solve problems. Make sure that some of the following are included: compromise, clearer definition of roles, arbitration, reinvestigation of the facts, mediation, concern for the good of the entire community.

7. Organize the class into groups of six. Let one member of the group volunteer a hypothetical, real, or imagined disagreement. Let two other students role play the situation. Have the other members of the group attempt to find solutions to the problem. Ask all members of the group to examine their feelings as the conflict is enacted. Have the students share their feelings, and have a student record the feelings and the solutions to the problem. Have the recorder relate the findings to the entire class, giving emphasis to the following points: how the disagreement arose; whether the solution is agreeable to both parties; whether there was a need for compromise; how a solution was arrived at.

8. Have the students read the Gospels to explain how Christ settled conflicts. Especially have them examine the following: the dispute over who was the first apostle; Christ lost in the temple; the debate between Pilate and Jesus; the Samaritan woman at the well; the dispelling of the sellers from the temple; the two disciples on the way to Emmaus. Why was each of these methods appropriate for the situation?

9. Have the students share how conflicts are solved in their own families. Have the students emphasize the union that exists among all the members of the family. Have the students emphasize the cause and solution of the problem.

EVALUATION:

Ask the students to list and explain at least three different ways to resolve conflict.

Give the students time to think about a conflict they had with another family member. The students share their reactions in small groups. They answer such questions as: What caused the problem? How was it solved? Could it have been solved in another way? How would you now solve it?

Suggested by: Sister Mary Jane Raeihle, C.S.J.
New Bedford-Stuyvesant Junior High School
Brooklyn, New York

Lesson 10

## UNEMPLOYMENT

VALUE: Community

BACKGROUND: Unemployment is a problem confronting not only our nation and our community but individual families and children as well. Students need to be sensitive to the unique problems of families where parents are unemployed. Often there are feelings of rejection, low self-esteem, withdrawal and anger.

OBJECTIVE: At the end of this lesson the students will be able to empathize with people who have lost their jobs.

ACTIVITIES:

Primary Level

1. Select five sheets of different colored construction paper. Cut each of these five sheets into six pieces. Randomly distribute these to the class to form five groups, one for each color. Tell the class to place the small slips of paper on the corner of their desks and leave them there for the rest of the morning. Continue with the regular daily classes. During the course of the morning as the teacher is walking around the room, he/she randomly picks up different slips of paper. Three times during the morning, the teacher asks the students with three different colored slips to turn them in. Toward the end of the exercise only a small number of students should have slips of paper. Finally, state that only children who still have a slip of paper may turn them in and then go to recess. A class discussion follows focusing on the following questions: How did the students with the slips of paper feel? How did the people who lost their slips first feel? How did all the students without slips of paper feel? Who controlled the situation? What could the students do?

Upper Level

2. Have an official from the state or city unemployment office explain to the students what happens when a person loses a job.

3. Read to the students the letter of James, Chapter 2, verses 14 - 26. The theme of this section is that faith without action is dead. Ask the class to write three statements or questions that come to their minds as they listen to what James is saying about people who do not support their ideas with work. Collect these and read the most insightful statements to the class. Lead the class to a sharing of their feelings of rejection or being left out.

4. Invite a person who has been unemployed and has returned to work to come to the class to explain to the students the difficulties he/she experienced during the period of unemployment.

5. Ask some students whose parents were unemployed for a period of time to share their experiences with the class.

EVALUATION:

Observe how students react when they learn that a person they know has lost a job.

Have the students write a letter to a person who has lost a job.

Suggested by: James Griesgraber
Nativity of Our Lord School
St. Paul, Minnesota

Lesson 11

## ACADEMIC AND ATHLETIC COMPETITION

VALUE: Community

BACKGROUND: Students frequently must function within the current win/lose structure of society. Teachers need to reduce students' perception of the importance of numerical outcomes and provide them with different criteria for acceptance and success. New kinds of win/win structures can be demonstrated.

OBJECTIVE: At the end of this lesson the students will have experienced a sense of cooperative learning.

ACTIVITIES:

All Levels

1. Play the game "Cooperative Musical Chairs." The object of this game is to keep all the students in the game even though chairs are being removed. As chairs are removed more children must team together by sitting on parts of the chair, or on top of one another. Instead of fighting for the sole possession of one chair, children work together to make themselves part of a team. The game generally ends when one or two chairs remain with everyone precariously perched on one another. Discuss with the class whether this game is more fun than the traditional game of "Musical Chairs."

2. Play the game "Bump and Scoot." The object of this game is for everyone to participate. Two teams of about ten or twelve players line up on either side of a volleyball net. Whenever a person on one side hits the ball, that person runs over to the other side of the volleyball net and plays on that team. When the entire two teams are on different sides of the net, the game ends.

3. Develop alternate forms of the traditional spelling and mathematics bees. In one bee when a student misspells a word, the other members of the team may give the student hints as to the correct spelling of the word. If these hints help the person spell the word, the word is not counted as missed. In another bee the words are given to the entire class and each member writes them on the test paper. The two teams are given five minutes to help every member on the team turn in a perfect paper. A student may help another student by showing that student the correct spelling in the book, by writing the word for the student who must then copy it over on the test paper, or any other way except by speaking, writing the word on the student's paper, or showing the student his/her paper.

4. Discuss with the class what it means to lose a game. Does

it mean the team is no good? Does it mean the players did not cooperate and play well? Are the players better or worse because they lost the game?

EVALUATION:

Observe the participation and cooperation of all the students in these activities.

Suggested by: Sister Dorothy Wilson, S.C.N.
Office of Catholic Schools
Louisville, Kentucky

Lesson 12

## THE MEANING OF DEATH

VALUE: Faith

BACKGROUND: Students must learn to accept the fact of death and to understand its meaning. Students experience it in the death of a grandparent, other relative, or friend. While it is very difficult to prepare students for the shock and separation caused by death, students can be helped to grow in an understanding of the Christian belief regarding death.

OBJECTIVE: At the end of this lesson the students will be able to explain the Christian belief regarding death.

ACTIVITIES:

Primary Level

1. Provide children with an opportunity to express their feelings when they were confronted with the death of a relative, or friend.

2. Share with the class the personal experience of the death of a loved one. The teacher emphasizes that with death comes healing and all suffering ends. Death is God´s means of bringing that person into the eternal happiness of heaven. Although death causes sorrow for those remaining, a great peace should fill people´s hearts and minds because they know that the person has reached the end for which that person was created by God.

3. Have the children compose a prayer for the dying.

4. Have the students write cards to patients in a hospital for the terminally ill.

5. Discuss with students the role that memories play in helping people to overcome grief and sorrow for a loved pet or friend.

Upper Level

6. Choose a reproduction of some work of art that includes symbols of death. Show these to the pupils to initiate conversation and discussion about death. Encourage the students to speak honestly and openly about their feelings.

7. Invite a priest, nurse, medical person, or social worker to speak to the class about working with people who are terminally ill.

8. Have the class plan and participate in a liturgy for the

residents of a local nursing home. If possible allow the students to stay for lunch in order that they may talk to the people. Prior to the visit someone from the staff of the nursing home should visit the class and prepare them for the experience. The students may wish to bring a corsage or some other small gift for the patients.

9. Divide the class into groups and have each group discover the reason why certain things happen at a Catholic funeral rite. Why does the Christian funeral ceremony take place in the presence of the Christian community? Why is the coffin surrounded by burning candles? Why is a cross or crucifix placed on the coffin? Why is the coffin sprinkled with holy water? Why is the coffin incensed? Why is a white cloth placed on the coffin?

EVALUATION:

Observe how the students participate in the activities. Privately consult with those students who do not actively discuss their feelings.

Suggested by: Bonnie Pryor
St. Cecilia School
Omaha, Nebraska

Sister Noreen Joyce
Franciscan Academy
Syracuse, New York

Lesson 13

## RIGHT TO LIFE

VALUE: Justice

BACKGROUND: Both government and society today are posing moral issues that relate to the right to life. These include abortion, euthanasia, "pulling the plug," capital punishment. Older students should be knowledgeable of these concepts.

OBJECTIVE: At the end of this lesson the students will have an understanding of the position of society, the government, and the Church on the issue of right to life.

ACTIVITIES:

Upper Level

1. Have the students debate death with dignity vs. euthanasia.

2. Invite a lawyer to class to explain why the government sometimes intervenes in situations where a person´s life is threatened and no other person is prepared to speak for that person, e.g., case of Baby Jane Doe.

3. Invite a doctor to the class to discuss the Hippocratic Oath that a doctor takes. Have the doctor emphasize the implications of this because of the advances of modern medicine.

4. Review with the class the most recent teachings of the Church on respect for human life.

5. Invite a hospital chaplain to class to discuss taking "the ordinary means" and using "extraordinary means" to prolong life.

6. Share with the class the different meanings of life in terms of being able to support one´s own life, breathing and brain wave activity. What are the implications of each of these in terms of the unborn and seriously ill?

7. Let the students search the four gospels to discover the various times mention is made of Christ healing a seriously sick person or raising a dead person to life. What did Christ ask of the people in each of these stories? What was Christ´s attitude toward sickness and death?

8. Have a debate on the reasons for and against capital punishment. What do the circumstances of Christ´s own death indicate about capital punishment?

9. Lead the students to distinguish between what civil law

may allow and what the moral law, God's law, may allow. What law is the Christian expected to follow?

EVALUATION:

Have the students write a short essay on what they have learned from each of the above experiences.

When a right-to-life issue arises in the political field, have the students write a letter to their representative in which they explain their position in favor of life and in which they ask the representative to support this position.

Suggested by: Bonnie Pryor
St. Cecilia School
Omaha, Nebraska

Lesson 14

## TELEVISION COMMERCIALS

VALUE: Justice

BACKGROUND: The average American watches over 12 hours of television each week. Each hour of TV has more than 12 commercials. These commercials use many different propaganda techniques in order to attract people to purchase the product. Students must be able to evaluate these commercials critically.

OBJECTIVE: At the end of this lesson students will be able to identify the purposes of commercials.

ACTIVITIES:

Primary Level

1. Have students act out TV commercials for toys. Discuss with the students the reasons the commercials give for buying the product.

2. Have the students draw comic strips for advertising a toy. In one strip have the students present a reasonable argument for buying the toy and in the other strip have the students present a false reason for buying the toy.

Upper Level

3. Invite a speaker from an advertising company to speak to the class and explain how the commercials are developed. Have the students ask the speaker why certain techniques are used, e.g., higher and lower volume of sound, camera angles, repetition of commercials, subliminal suggestions.

4. Present to the students the major techniques of propaganda: glad name, name calling, stacking the deck, bandwagon, testimonial. Have them select newspaper and TV advertisements that use each of these techniques. Discuss how the technique may say nothing about the value of the product.

5. Divide the class into groups of four or five students. Each group is to develop a commercial to sell God. Each group must also develop a slogan for this commercial.

6. Propose to the class the problem of educating a visitor to this planet about the United States by using television alone. What programs would they show this visitor? How would they explain the commercials to the visitor?

7. Compare the advertisements for TV shows with the critical

reviews of the shows found in newspapers. What is the difference between the two?

8. Have the students identify advertisements that do not present false or misleading information. How does one determine the validity of the information.

EVALUATION:

Present to the class a commercial or advertisement and ask the students to identify what is being asked of them and why this is being asked.

Suggest to the class a specific TV commercial which all the students have seen several times. Ask the students to identify the value presented. How is this value related to the message of the gospel?

Suggest to the class another TV commercial which all the students have seen several times. Ask the students to list inferences that the producer of the commercial wants the viewer to make.

Suggested by: Bonnie Pryor
St. Cecilia School
Omaha, Nebraska

Lesson 15

## DESTRUCTION OF PROPERTY

VALUE: Justice

BACKGROUND: A large amount of money is spend by the government, local business, and the school replacing things broken by the students or adults. Frequently people do not think when they cause destruction. They do not recognize that someone must pay for the destroyed property.

OBJECTIVE: At the end of this lesson the students will express a sense of ownership for common property and express displeasure at its destruction.

ACTIVITIES:

Primary Level

1. Have several groups of students role play the following situation. One student allows the other student to borrow a toy and that student breaks the toy. Discuss with the class: How would you feel if you broke a friend's toy? What would you do? How would you feel if someone broke your toy? What would you do? What would you do if you saw another person destroy something?

2. Tell the class a different version of the story of the Good Samaritan. "A person went on vacation and children came by and climbed on the bushes and trampled on the flowers and cut up the lawn. Neighbors across the street saw this. One neighbor drew the drapes, the other neighbor. . . " Discuss with the class what is their responsibility to other people's property.

Upper Level

3. Discuss the results of loss of property through flooding, fire, earthquake, hurricane, or some other natural disaster. Focus on the sense of hardship that the people experience. Then discuss the loss of property due to willful destruction.

4. Let each student select some object that is frequently destroyed or vandalized in the community, e.g. park benches, school windows, signs. The student pretends to be that object. Have each student write a short selection explaining the feelings of the object when it is destroyed.

5. Have several teams of students take inventories of examples of destruction in the community. Include inventories of the following: school, park, buses/trains, empty lots, common areas of

apartment houses, stores, and library. Then have the teams try to determine the cost to repair these damages. Finally, have the students suggest how the money for repairs could have been spent on other items.

EVALUATION:

Observe how the students care for school property such as desks, textbooks, etc.

Observe how the students show respect for the property of others. Do they request permission to use it? Do they return it promptly? Do they return it in good order?

Observe how responsible students are for their own property such as coats, bookbags, jackets, lunchboxes, etc.

Check the willingness of students to watch over other people's property when they are away.

Suggested by: Sister Mary Thea O'Meara, B.V.M.
St. Louis the King School
Glendale, Arizona

Lesson 16

## THE "THROW-AWAY" SOCIETY

VALUE: Hope

BACKGROUND: Students have been affected by the "throw-away" society so that they waste paper and pencils in school. They rarely consider how their use and abuse of these everyday items affect the earth. The cleaning of the classroom at the end of a day provides an opportunity to raise the consciousness of the students to this waste and to point them in the direction of living more simply.

OBJECTIVE: At the end of this lesson the students will recognize ways they waste the products of the earth, create a plan to change their use of goods in order to reduce classroom waste, and engender in themselves a concern for the earth.

ACTIVITIES:

All Levels

1. Have a student empty the contents of one classroom trash can on the floor of the classroom toward the end of the day. Using plastic gloves let the students separate the trash into various groups. A tally of the materials in each group is placed on the board. Possible groups might include: unused paper; paper used only on one side; pencils; Kleenex; non-reusable ballpoint pens; dittoed pages. Multiply the number of items in each group by 180 (number of school days). Discuss with the class the following questions: What happens to the trash after it leaves this building? Does this process help or hinder the earth? What materials were needed to make the things found in the trash? Where do these materials come from?

2. Discuss with the class alternate ways of reducing the amount of trash found in the classroom. Lead the class to develop a plan of action. Some possible alternatives might include: use refillable pens; collect discarded pencils, pens or crayons into a central place for redistribution; use discarded paper for scrap paper; use both sides of the paper; use washable handkerchiefs.

3. Have the students make an inventory of the waste that occurs at home. Some possible categories might include: packaging of food products; newspapers and magazines; packaging of clothes; changes in style of clothing; cosmetics and health aids; and toys and games.

4. Have the students research agencies in the neighborhood that make use of unwanted materials. Such a list can be circulated to the students and their parents.

5. Have the students research natural resources to discover

the chief products made from them and the time it takes to create or restore some of these resources. Such resources might include: oil, forest, clean water, fish and game, pure air, productive soil, and iron.

EVALUATION:

A month later, reexamine the contents of the trash can. Make a second list of the material. Compare this list with the first list. Determine if there is a decrease. List what steps have been taken to recycle or continue to use for a longer period of time certain classroom materials.

Suggested by: Sister Maxine Pohlman, SSND
St.Peter School
Jefferson City, Missouri

Lesson 17

## WASTE OF FOOD

VALUE: Justice

BACKGROUND: On any given day in many school lunchrooms a sizeable basket could be filled with the fruit that is not eaten. Gallons of milk are poured down the drain. Sandwiches are tossed into the garbage pail on a regular basis. Some students regularly do this without the least thought of what they are doing. Many children are strangers to hunger and they fail to attach the proper value to the food given to them.

OBJECTIVE: At the end of this lesson the students will waste less food.

ACTIVITIES:

Primary Level

1. After a lunch hour ask the students to list on a piece of paper all the items that made up their lunch that day. Remind them to include the sweets. Next instruct the students to place a check next to each item that was entirely consumed. Place an "X" next to those items that were partially eaten and place an "O" next to the items that were not eaten at all. Have the students look at the "O" items and draw a line through each item that was thrown out or circle each item that is to be brought home. Collect the lists without the students' names on them. Let the students and teacher make a chart of the food that was thrown out. This activity should be repeated several times, even as often as one day each week for several weeks. Constructing a graph will help focus on the change that is happening. Also discuss with the students what could be done with the food that is thrown out and how some people are dying because they cannot get this amount of food.

Upper Level

2. Read to the students the story of Christ feeding the five thousand. Have the students attend to the end of the story when Christ instructed the apostles to collect the remains. Have the students suggest why Christ did this and what happened to the remains.

3. Have the students research the diets of people from many different parts of the world. Especially have them concentrate on the diets of children living in the developing nations. Have the students compare how they themselves eat with how these other children eat.

4. As a math activity have the students calculate the approximate cost of their weekly lunches. Have them then estimate the percentage of food that they waste. Have the students finally convert

the percentage into money and multiply the figure by the number of weeks in the school year. Allow the students to suggest things that could be done with this money.

5. Have the students investigate if there are safe and sanitary ways to collect food that is untouched. If there are some ways, have the students carry out such activities. This food could be given to those in need of additional food.

6. Have the health teacher explain to the students the importance of a balanced diet. Have each student keep a daily chart to discover if each day he/she has food from the major food groups. What could a prolonged unbalanced diet lead to?

EVALUATION:

Appoint several students to act as monitors in the lunchroom who observe the amount of food wasted each day. The students record the information on charts which are displayed at the entrance to the cafeteria.

The students will write an essay on steps they have taken to reduce the waste of food.

Suggested by: Patricia Dawes
St. Mary School
Clinton, New York

Lesson 18

## ASSEMBLIES

VALUE: Community

BACKGROUND: When students gather for assemblies, the behavior of the students depends on the subject matter of the program as well as on the values that a person brings to the experience. At a pep rally the students should be applauding and cheering; however, while attending a school play, or recital, or listening to a speaker discuss some topic (drug addiction, cleaner streets, fire prevention, missions) laughing, talking, and crumpling of papers are inappropriate behaviors. Such activities show a lack of respect for the performers.

OBJECTIVE: At the end of this lesson the students will exhibit respect for others by listening attentively.

ACTIVITIES:

Primary Level

1. After a student has presented during "Show and Tell," encourage the class to applaud the speaker. Call on another student to summarize what the first speaker said.

2. With the class create a chart which states Rules of Christian Behavior During Assemblies.

3. Have the students state their favorite TV show. Ask them how they would act if the teacher turned on a TV show no one in the class liked except the teacher. Why would they act that way? Suppose the teacher turned on a show that only one pupil in the class liked. How would the class now act?

4. Have the students state their favorite TV show. Lead the class in a discussion of why some people like one show and others like another show. Ask the students what it would be like if all the students liked only one show.

5. Ask the pupils if their parents like the same TV shows as they do. Why then do the parents watch the shows that the children watch?

Upper Level

6. Have students sometimes give a book report by reading to the rest of the class a few pages from the book that has been read. While the student is reading, the other students have closed their books and are listening attentively. Have the students note that the student reading spent much time preparing the selection.

7. After a student gives a science or social studies report, that student may ask the class questions based on the report just given.

8. Discuss with the students how people act in a movie when someone comes in late. How does the person who is late act? How does the audience act? Who causes the most disruption?

EVALUATION:

Observe the students in the classroom as a classmate is reporting on a project, and observe the students at different types of assemblies.

Suggested by: Anne Cowling
School Office
Diocese of Syracuse

Lesson 19

# CARE OF PETS

VALUE: Love

BACKGROUND: Children frequently identify with animals. In the way they treat pets, they often show how they themselves are being treated or would like to be treated. Children learn that animals depend on them for food, love, attention, and that pets also impose certain responsibilities upon children. Pets play an important part in people's lives by providing protection, companionship, and security for people of different ages.

OBJECTIVE: At the end of this lesson the students will appreciate the variety of pets and acknowledge the need to care for them.

ACTIVITIES:

All Levels

1. Collect many pictures of different animals which serve as pets. Collect pictures of these pets involved in a variety of different activities. Encourage students to submit pictures of pets and especially pictures of their own pets. Create a bulletin board display of pets. Take the pictures and distribute them to small groups of students. Instruct the students to group the pictures of the pets in different ways, i.e., different kinds of pets, services the pets perform, needs of pets, treatment of pets.

2. Have a Pet Day in school. Each student who has a pet may bring it to school for the day. Allow the children to tell the class about their pets indicating things they do with them, how they care for them. Be sure the students emphasize the gentle but firm handling of the animals and their responsibility to care for their pets. The next day have the students write a selection about their pets. Let those students who do not have a pet write what they learned from Pet Day. Students in the primary grades may care to draw pictures of their pets. (If it is impossible to have a "live" Pet Day, have a "simulated " Pet Day in which the children bring pictures of their pets.)

3. Plan a trip to the children's zoo, Humane Society or animal shelter. Prior to the visit invite a speaker to explain to the students the care given to animals in the institution. After the trip, have the students discuss what they learned from the experience.

4. If the class has classroom pets such as fishes, gerbils, hamsters, or birds, regularly appoint different students to take care

of them.

EVALUATION:

Have the students construct two charts: How Pets Help People and How People Must Help Pets.

Suggested by: Karen McCann
St.Lucy School
Syracuse, New York

Lesson 20

## LOSS OF ONE´S HOME THROUGH A DISASTER

VALUE: Community

BACKGROUND : In some urban areas fire is common and sometimes students lose their homes because of a fire in their apartment house. In some rural areas floods and other natural disasters may destroy or damage one´s home.

OBJECTIVE: At the end of this lesson the students will have developed an empathy for people who suffer such a disaster and they will be prepared to take positive steps to help such people.

ACTIVITIES:

Primary Level

1. Display for the students pictures of some disaster and the effects that it has had on the homes of people. Emphasize with the class the suffering that the people are enduring. Lead the class to discuss the nature of this suffering, and the inability (or ability) to prevent this disaster. Have the students express their feelings about such an event. Have them indicate what would be their greatest loss if they were in such a situation.

2. Ask the students whether some of them ever suffered a loss from fire or water or wind. Have them state how much damage was done and what they lost. Ask them to explain how they felt about their losses. Ask them to explain how other people helped them.

3. Have the students list ways in which they as young children could help a friend who suffered some loss. Emphasize in this discussion the need to be realistic in the ways that they propose.

Upper Level

4. Have the students examine the school, home and neighborhood for possible signs of some problem such as old electrical wiring, old boiler, unworking water faucets, unrepaired doors or windows, leaking roof or walls. List these possibilities on chart paper. Next to each of these threats have the students suggest ways that they can help and ways that the local government can help prevent this possible disaster.

5. Have the students examine their homes, especially their clothing, to discover items that they could donate to another in case of some disaster.

6. Have the students discover different voluntary and public agencies that assist people in such disasters. Invite a speaker to address the class on how that agency helps. Acquaint the students with agencies that accept clothing in order to help people in such disasters.

EVALUATION:

Have the students write a paragraph in which they pretend that they have suffered some disaster. In the paragraph they should emphasize their feelings.

Have the students list ways that they could help others in case of some disaster.

Provide an opportunity for the students to donate old clothes and games to an agency that helps people in time of disaster.

Suggested by: Sister Winifred Guinan
Fulton Catholic School
Fulton, New York

Lesson 21

## EMBARRASSING SICKNESS

VALUE: Love

BACKGROUND: Periodically students in schools everywhere suffer from some disease or sickness which is rather embarrassing. Some more common diseases are lice, ringworm, measles, chicken pox. When this is discovered by the teacher, the child is generally sent to the nurse. When he/she doesn't return whispers begin, smiles may appear, fear may also be visible. When the child does return to school after an absence of a few days, the child may suffer isolation and embarrassment.

OBJECTIVE: At the end of this lesson the students will have experienced isolation and rejection and will develop greater sensitivity to others.

ACTIVITIES:

All levels

1. At the beginning of the day meet with the class and explain that today a special activity will take place. This activity will last until an hour before the afternoon dismissal. Pin a red button on a student. Every fifteen minutes change the button to another student so that all students have an opportunity to wear the red button for some part of the day. The person wearing the red button may take part in all regular activities. However, the rest of the class may not associate with this student in any way. They may not talk, listen, play, eat, etc. with the red button student. The teacher also ignores the student. When the button is moved to another student, the former student may be again accepted by the class. Toward the end of the day when all students have experienced this activity at least once, have a class discussion with the students. Discuss the following questions: how they felt wearing the button; what were their feelings toward the other students when they themselves were wearing the button; what were their feelings toward the red button wearer; did all the students experience the same isolation; how they felt when the button was removed. Have the students dwell on the sense of isolation, helplessness, and relief they experienced.

2. List on the board ways a disease such as lice may be communicated. Discuss the myths associated with this disease.

3. Discuss with the students that sometimes a sickness can not be avoided. Whose fault is it in such a case that the person becomes sick? Should a person feel embarrassed about being sick?

4. Discuss with the class ways that students can help classmates feel welcomed back to the class after such a sickness. Emphasize that the students who were not sick need to take the initiative in welcoming the sick student.

EVALUATION:

Have the students write a paragraph expressing their feelings of isolation and helplessness.

Observe the students as they react to other students who may display some unusual conduct or expression.

Suggested by: Sister Margaret Antone Milho
Our Lady of Sorrows School
Vestal, New York

Lesson 22

## LACK OF VOLUNTEERS

VALUE: Service

BACKGROUND: In the lower grades students frequently volunteer to do whatever the teacher asks. As the students become older, sometimes they become more reluctant to volunteer to do things about the school. Fewer students volunteer to straighten the desks, clean the closet, pick up the papers, or help the teacher take down the decorations from the bulletin board.

OBJECTIVE: At the end of this lesson the students will offer their services to help the teacher and one another.

ACTIVITIES:

All Levels

1. Divide the class into two work groups. Group A is called aside by the teacher and given detailed instruction in how to make a kite or some other simple object. This group is also told not to give any help to Group B. The teacher instructs the two work groups that they are both responsible for making a kite. When Group B feels some frustration in not being able to make the kite, they are reminded that they can ask Group A. Group A does not provide any information. Group B is left alone to figure out how to put the kite together. The next period the roles are reversed, i.e., Group B is given detailed instruction in how to make a different kite and Group A is provided with no help. When the teacher asks for volunteers to help Group A, Group B refuses. That afternoon conduct a discussion on how the students felt when they were not given aid. Some questions to be used in this discussion are : How did you feel when the group totally ignored the teacher´s suggestion to help the other group? Why did you expect the other students to help you? How did you feel when you were trying to figure out the procedure? Focus the discussion on the need to help others.

2. Allow the room to remain untidy or the decorations to remain on the bulletin board for a long period of time. Make no mention of the situation until a student mentions it to the teacher or the teacher hears some students talking about it. Draw the class together and present the problem that has been called to the attention of the teacher. Propose no solution. Act merely as a moderator and seek to have the students arrive at a solution.

3. Regularly ask for volunteers from the class. If papers are to be collated, the teacher doesn´t do it. Volunteers are sought. If books must be collected or distributed, the teacher doesn´t do it. Volunteers are sought. If arrangements must be made for a field trip

or party, the teacher doesn t make them. Volunteers are sought. If volunteers do not come forth, the teacher merely indicates that the activity cannot be carried out because of the lack of people to help with the details.

4. Following Activities 2 and 3, lead the class in a discussion of what it means to be a member of the class and what are the rights and responsibilities of membership in this class. The point is stressed that membership involves all people working together and helping one another. Membership places obligations on the students as well as on the teacher.

5. Divide the class into groups of four or five. Each group is given the title of a research report. The group is required to complete a detailed report on the topic including: research from an encyclopedia, research of recent reports found in magazines, and pictures related to the topic. All the findings are to be gathered into one report, typed and distributed to the entire class. Each member on the team is assigned a specific task. Deadlines are set for all the tasks. Time is provided in class for the groups to work together. The teacher indicates that he/she is very willing to help any group. The teacher does not do any of the work, but merely offers suggestions. The teacher observes how the members of the groups work together and help one another. At the end of the project lead the class in a discussion on the necessity of helping one another.

EVALUATION:

The teacher observes the class to see if more students volunteer to help with school projects and to help other students.

If a particular student rarely or never volunteers the teacher should discuss the matter with the student to help that student discover the motivation for his/her actions.

Suggested by: Sister Charles Miriam Wong
St.Margaret School
Mattydale, New York

Lesson 23

## EXAMINATION PERIOD

VALUE: Faith

BACKGROUND: The students frequently are given examinations during the term. End-of-the-term examinations frequently cause some students to be fearful because the students know their growth in knowledge is to be measured. The examinations also remind students that they should be regularly questioning how they are growing in all areas.

OBJECTIVE: At the end of this lesson the students will be sensitized to the need to evaluate their own spiritual growth.

ACTIVITIES:

All Levels

1. Have a discussion with the class on the five main areas of human growth: physical, intellectual, emotional, social, and spiritual. What are the signs that students are growing in each area? What do students do to foster growth in a particular area? The class may devise a chart with the five areas on one side and the signs of growth or the means of measurement on the other side.

2. Read to the class St. Paul's letter to the Galatians 5: 22 - 23. Have the students list on the board the signs which Paul called the fruits of the spirit and discuss examples which might indicate spiritual growth in each area as well as signs that might indicate areas in which students need to grow.

3. Discuss with the students what it means to trust in God. Use the example of the upcoming examinations to have the students reflect on this trust. If a student prays for help each day in his/her studies but spends little time studying, is this trust in God? If a student spends many hours studying but fears taking an examination, is this trust in God? Relate trust in God to one's spiritual growth.

4. Pose to the students the question, "When did you feel closest to God?" Have the students think about their answers and then share their answers in small groups. Did this experience have a lasting effect on their lives? Why or why not? What does it show about their spiritual growth?

5. Have the students discuss plans that they make to help them develop physically or intellectually. Can they also set plans to help them grow spiritually? What might be an example of this type of plan?

EVALUATION:

Have the students write a short entry about their own spiritual growth in their journals.

In small groups ask the students to discuss their thoughts about their spiritual growth.

Suggested by: Rev. Paul V. Carey
Notre Dame High School
Utica, New York

Lesson 24

## FOOD DRIVE

VALUE: Love

BACKGROUND: Several times during the school year the students are requested to bring to school food or other supplies for the less fortunate. This frequently occurs at Thanksgiving and other holidays. Do the students really understand what it means to be hungry, what it means to love one's neighbor?

OBJECTIVE: At the end of this lesson the students will be more sensitive to the need to help their neighbor.

ACTIVITIES:

Primary Level

1. Talk with the students about the upcoming food drive. Why is it held? Are people in the world really hungry? Are people in the United States really hungry? Did I every see a really hungry person? When was I the most hungry?

2. Delay snack time for a half hour. Discuss with the class how they felt when they did not have the snack when they should have had it. What would it be like to go all day without anything to eat?

Upper Level

3. Discuss with the class hunger in the world and in the local community. Have the students suggest ways that they can help alleviate hunger. What action steps should the students take as a result of this discussion?

4. Encourage the students to help in the distribution of the food baskets made for some holiday. Explain to the students how they should act and what they should say when they deliver the baskets. After this experience have the students discuss their individual experiences.

5. Provide several opportunities during the year for the students to show their love for their neighbor. These opportunities should not be related to particular holidays. Remind the students that people need to eat every day of the year. The class may decide to adopt a family for the entire year. The students regularly donate the money they would spend for treats to a fund to help this family buy food.

6. Assign to the class a research project in which they must discover certain facts about hunger in the world and the uneven distribution of food. Such research might include: the amount of money the average American spends on food each year; the amount of money

spent on pet food each year; the number of acres of wheat that are plowed under each year in the United States; the number of acres given to the production of tobacco in the United States; the amount of money that a person in a Third World country spends on food each year; the number of babies who die of starvation each year; the amount of money the average teenager spends on junk food each year; the typical diet of a Third World person. Posters might be made comparing some of the above information.

7. Have a debate on the question, "Can the earth support the food requirements of the present population?"

8. Have the class organize a fasting day for the entire parish. Families come to the school for their evening meal, which consists of a bowl of soup and bread. The families donate the money that they would ordinarily spend on supper to a cause associated with relieving hunger in the world.

EVALUATION:

Observe the students who actively participate in the different food drives. Speak to students who reluctantly participate in such drives.

Suggested by: Sister Karen Toepp, C.S.J.
St.Jude School
Wynantskill, New York

Lesson 25

## OPERATION RICE BOWL

VALUE: Love

BACKGROUND: Several times during the school year the students are asked to make personal sacrifices for those less fortunate than themselves. This happens especially around Thanksgiving, Advent, and Lent. To internalize the meaning and purpose of these acts of sacrifice, the students need guided reflection.

OBJECTIVE: At the end of this lesson the students will have a deeper appreciation of the meaning of sacrifice for others.

ACTIVITIES:

Primary Level

1. Read a story to the class in which the major character acts in a charitable way to others. Discuss the actions of the character in the story and relate them to the meaning of the word charity .

2. Brainstorm with the class ways in which the students can act in a charitable manner.

3. Select an article from the newspaper which describes the charitable actions of some person. Discuss with the class why the person acted in such a charitable manner.

4. Have a collection of money from the class and send it to some person working with the poor. Ask the recipient of this gift to write back to the class explaining what is being done with the money donated. If the recipient is working with children, perhaps the children in this class can write letters to the children receiving the help.

Upper Level

5. Show a movie from CARE, or Catholic Relief Services, or another organization of this nature. The purpose of the movie is to acquaint the students with the poverty in the world (even in the United States). The movie can also serve to acquaint the students with different ways of helping people.

6. Have the students rewrite the parable of the Good Samaritan so that it applies to the world of their experience. Have them end their selection with the question, "Who is my neighbor?"

7. Explain that sacrifice is not limited to giving only money to others. Another form of sacrifice is to give one's time to others. Brainstorm with the class the many ways that they can give time to others.

8. Discuss with the students initiating some undertaking to collect money for a charitable cause. Such a project could be a car wash, bake sale, raking leaves, helping people carry packages from the supermarket to their cars, shoe shine, shoveling snow, fair for the younger students, collecting newspapers, bottles or cans. Allow the students to decide on the project and the cause to which they will donate the receipts. Emphasize that the students must make clear to the people what the money is to be used for.

9. Brainstorm with the class some of the occupations in which a person makes a sacrifice of his/her life to help others. Be sure to indicate that mothers and fathers make many sacrifices for their children.

EVALUATION:

Have the students write a paragraph on a specific thing that they did to help another person. Have them mention why they did it and how they felt after doing it.

Observe the students who take an active and less active part in these class activities. Discuss privately with students why they are not more actively involved.

Suggested by: Nancy Toscano
St. Ann School
Syracuse, New York

Lesson 26

## POKING FUN AT OTHER STUDENTS

VALUE: love

BACKGROUND: Students at times can be cruel to one another. They frequently ridicule the way a person speaks, dresses, walks, or acts. Sometimes this can be caused by a student who does not have the financial resources of the other students in the class. A student is criticized for something he/she has no control over.

OBJECTIVE: At the end of this lesson the students will seek to treat all students fairly.

ACTIVITIES:

Primary Level

1. Divide the class into groups with each group having a toy catalog. Give each student in the group an envelope with play money. All the envelopes have different amounts of money in them. Instruct the students to select as many toys as they have money to buy. After this discuss with the students how they felt when they did not have enough money to buy something. How did they feel when someone else had more money?

2. Reward the class for work that they have done by passing out treats. However, the treats are passed out unevenly. Discuss the effect that this had on the class. What did students do who had the bigger treats? What did the students do who had the smaller treats?

Upper Level

3. Divide the class into groups of four or five. Over the head of one student in each group place a paper bag with a silly drawing on the front of it. Do not show the picture to the student whose head is covered. Tell the rest of the students to describe and talk about this silly drawing. After a few minutes remove the bag and ask that student to share with the group what he/she felt as the other students were talking about the drawing. Have the student share with the group the things that students said that made him/her feel very uncomfortable.

4. Have the class bring in pictures of famous movie stars, singers, sports persons, politicians. These should be pictures of persons that the students admire very much. On the backs of the pictures the students write their names. Collect and redistribute the pictures so that every student has the picture of a new person.

Instruct the class to look carefully at the person in the picture that he/she now has and pick out at least three things that the student thinks are really silly about the person. The student should write these three things on a piece of paper and attach it to the picture. Now return the pictures to their original owners. Ask the owners to write a short paragraph explaining why these three characteristics are not silly. Finally, discuss with the class what they felt when they had to find the three silly things, what they felt when they saw what another had written about their hero, what they wanted to do. Emphasize that faults can be found with everyone and that finding faults in others is much easier than correcting one's own faults.

5. Write on the board the Indian saying that a person never knows another person until that person has walked in his/her shoes for a day. Discuss this with the class.

EVALUATION:

Observe how the students act toward one another, especially toward an unpopular student. Have these activities taught the students to look more carefully at others?

Suggested by: Marguerite Simonetti
Sacred Heart School
Utica, New York

Lesson 27

## UNKIND NICKNAMES

VALUE: Love

BACKGROUND: Some students like to devise nicknames for other students. These names are usually associated with some physical characteristic or habit of the student. The nicknames are generally a form of ridicule.

OBJECTIVE: At the end of this lesson the students will have a greater appreciation of one another as shown by not using unkind nicknames.

ACTIVITIES:

Primary Level

1. Every student is given the opportunity to name a positive feature about every other person in the class. This can be an action the student performed, or a characteristic of the person. This activity occurs each day at the same time until every student has had an opportunity to speak well of every other student in the class.

2. Have the Student of the Day Award. The teacher selects one student each day to be honored. This student is brought to the front of the room and seated in a special chair. The teacher tells the class why this student was selected today. The other students in the class are given an opportunity to say a nice thing about the student.

3. All the names of the students are placed in a bag and each student draws out one name. On the piece of paper the student writes some positive remark about the student. These are returned to the teacher. The paper is then given by the teacher to the student whose name appears on it. In this way the students do not know who said the nice thing about them. At another time the individual student may return the paper to the other student.

4. Discuss with the students the saying "Sticks and stones may break my bones but names will never hurt me." Is this really true?

Upper Level

5. Ask the students if they can find the original meaning of their family names. e.g., Johnson = son of John; Carpenter = the town carpenter; Smith = the village blacksmith. Discuss with the students how names originated. Discuss also why some people have changed their names. Give examples of this from the fields of entertainment and

literature. Why did these people change their names?

6. Have the students brainstorm unkind nicknames that are given to people. Write these on a large sheet of paper. Lead the class in a discussion of the names. Lead the class to discover what effect being called such a name has on a person. At the end of the discussion, have several students tear the paper into very tiny pieces to symbolize that they will not use such names.

EVALUATION:

Observe the students to discover if there is a decrease in the number and use of unkind nicknames. What are the students doing to show that they really appreciate one another?

Suggested by: Gertrude Villhauer
St. Charles Barromeo School
Syracuse, New York

Lesson 28

## MIMICKING A PHYSICAL HANDICAP

VALUE: Love

BACKGROUND: Today students frequently see many people who have different physical handicaps. Some students who are not familiar with these handicaps may make fun of the person or imitate the person in an unkind way.

OBJECTIVE: At the end of this lesson the students will recognize that all people have beautiful qualities and that the superficial aspects of a person are not what makes the person a child of God.

ACTIVITIES:

Primary Level

1. Select a story from the basal reader that deals with a person who has some physical handicap. Read the story and discuss the person with the class. How did the person deal with the handicap and live a productive life?

2. Allow the students to tell about relatives or friends who have handicaps. Draw from the students that this handicap is not even noticed by them now. They have accepted the person as a person.

3. Have several students walk in a hunched over position around the edge of the gym three or four times. Have several other students walk around the edge of the gym three or four times without bending their knees. Have several other students skip around the edge of the gym three or four times. Continue these and similar activities until all students have had an opportunity to participate. Then discuss with the students how they felt doing these activities. Lead students to state how uncomfortable it was, how it hurt, how they ran out of breath, etc. Then ask them to reflect on how a person who has some physical disability and must walk like that everyday of his/her life must feel.

Upper Level

4. Have the students brainstorm the qualities and attributes which they would like to have or that they consider to be important for their happiness. All contributions, no matter how silly, are to be written on the board by the teacher. After the class has exhausted all its ideas in this area, ask the class to imagine that everyone in the world is blind. Have the students erase from the board those qualities that are no longer important in this new world. Ask the class to consider now if the qualities that remain are still important. Have the students rank privately the characteristics in

the order of importance to them. Allow the students to share with one another their rankings. Is there some generalization that the class can discover?

5. Ask the students to reflect on the ways that they have treated people with some handicap. If they could live that part of their lives over what would they now do?

EVALUATION:

Observe how the students react when they see a person with a physical handicap.

Have the students draw up a list of ways that they can help handicapped people.

Suggested by: Gertrude Villhauer
St. Charles Borromeo School
Syracuse, New York

Lesson 29

## SCHOOL SERVICE PROJECTS

VALUE: Service

BACKGROUND: A characteristic of a Catholic school is service. Frequently in developing school service programs the teacher looks for activities outside the school. Many opportunities present themselves within the school in which one student can be of service to another student.

OBJECTIVE: At the end of this lesson the students will recognize that many opportunities exist within the school whereby they can serve their brothers and sisters.

ACTIVITIES:

Primary Level

1. The teacher recognizes that in the lower grades some students develop more rapidly in some areas than in other areas. Some students will be able to color and draw pictures, some tie their shoe laces, some dress themselves, some cut paper, some complete puzzles, some trace letters, some find words in the dictionary. Identify those students who have mastered the skill and those students who are still learning it. Set up a buddy system between the two students. Make sure that all students experience being both the tutor and pupil. Structure the system in a very informal way and provide the students with the options of helping and of receiving the help. Say to a student, "Why don't you ask - - - if he/she would like you to help him/her cut the picture?" or "Why don't you ask - - - if he/she would be kind enough to show you how to paste that on the card?"

2. When new students arrive in the class, select two of the experienced students to serve as "guardian angels" for each new student. The "guardian angels" are selected because of their knowledge of classroom and school practices. The two "guardian angels" should be two students who complement each other. One could be very knowledgeable of classroom routines, the other could be very thorough in doing school work. The "guardian angels" help to orient the new student to the new classroom.

Upper Level

3. The students in the upper grades can serve as big brothers or sisters to the lower grades students. During a fire drill each upper grade student is responsible for taking charge of a primary grade student. They walk side-by-side as they evacuate and return to school.

4. Each upper grade student can be assigned to read a short story (five-ten minutes) to a primary grade student each day. Or each may listen as the primary grade student reads orally for a few minutes. Or each may copy in a book a story that the young child relates. Or each may review vocabulary and number facts with the student through the use of flash cards. This practice benefits not only the younger child but also the older student and especially those older students who may need to review some of these very basic concepts.

5. The upper grade students may serve as cafeteria helpers for the younger students. At each table at least one older student eats with the younger students. The older students help the younger ones open milk containers, cut the food, clean their places, and bring the dirty dishes and trash to the appropriate place.

6. The upper grade students can serve as recreation aids on the playground. These students organize and supervise games for the younger students.

7. After having been engaged in activities such as the above for a term or a year, the younger students should have a day of recognition for the older students. During this day the younger students help the older students and express their gratitude to them. The younger students may present to the older students some scroll of appreciation for their help.

EVALUATION:

As the year goes by, the teacher becomes less directive in telling the students or suggesting to the students what they can do to help each other. Toward the end of the year the teacher merely states that some particular problem exists and waits to see who are the students who attempt to solve the problem.

Suggested by: Sister Donna Driscoll, O.S.F.
St. Charles School
Syracuse, New York

Lesson 30

## MARTIN LUTHER KING DAY

VALUE: Justice

BACKGROUND: This national holiday celebrated in January affords the teacher the opportunity to have the class reflect on aspects of this famous American's life especially as it relates to civil rights and non-violence.

OBJECTIVE: At the end of this lesson the students will know what effect one person had on American life and appreciate the contribution that all people can make to America.

ACTIVITIES:

Primary Level

1. After reflecting on the life of Christ, have the students brainstorm words which are associated with helping others that come to their minds from the example of Christ.

2. Read to the students a life of Martin Luther King or a part of his life. Have the students now make a list of words associated with his life. Finally, have the students compare the list of words developed in activity # 1 and the list of words developed in this activity. Can the students arrive at some conclusion regarding helping others?

3. Have the students role play situations that could lead to violent confrontations, e.g., disputes over who should bat first, who sits where at an assembly, who is first on line, etc. In the role playing situation the students should arrive at some ways to settle the dispute peacefully.

Upper Level

4. Have the students research the changes that have taken place since 1940 regarding the civil rights of blacks and women. Some areas to be considered would be: employment, schooling, armed forces, travel, salaries, housing, standard of living. Why did these changes come about?

5. Have the students develop lists of specific civil rights areas that still need to be corrected. Why has nothing been done in these areas? How can the students help remedy these injustices?

6. Have the students compare the intent of the Thirteenth Amendment to the Constitution and the actual practice today. What

makes the Constitution work?

7. Have a debate on the subject of the equal rights amendment for women.

8. Have the students listen to excerpts from the speeches of Martin Luther King and identify th values to which he was appealing. This same activity can be done by having the students listen to some of the songs and hymns of the civil rights movement.

9. Have the students research the life of Gandhi either through watching a movie or reading a biography. Have the students compare the lives of Gandhi and King.

10. Have the students seek out notable black people who have made lasting contributions to America and the world. Group these people under categories such as literature, business, sports and entertainment, science and medicine, education, and politics.

EVALUATION:

Have the students write a short essay on the effect that Martin Luther King had on American society.

Have the students develop a list of ways that they can insure the civil rights of all the students in the school.

Suggested by: Kenneth LeLonde
Most Holy Rosary School
Syracuse, New York

Lesson 31

## SEXIST LANGUAGE

VALUE: Justice

BACKGROUND: Society's awareness of inaccurate (sexist ) language is growing and the changes in modern society date language expressions. Students need the skills to recognize and change their language usage and to adapt to the demands of modern society. The inappropriate use of language may very well be an act of injustice.

OBJECTIVE: At the end of this lesson the students will be able to recognize inaccurate language and have the skills to correct inaccurate expressions.

ACTIVITIES:

Primary Level

1. Ask the students if they have ever seen a woman police officer (mail carrier, military person, doctor, lawyer, fire fighter, sales agent). Discuss the fact that today both women and men do these jobs.

2. Read to the students a simple book which uses inaccurate language - a story about delivery of mail, fighting of fires, protection of citizens, etc. Direct the students to raise their hands whenever they hear a word which says that only men deliver mail, fight fires, protect people, etc.

Upper Level

3. Discuss the changes taking place in today's workforce, e.g., women doing jobs that only men did in previous years, and men now doing jobs that formerly only women did. Have the students make a list of jobs that were formerly considered male or female jobs.

4. Do a picture association quiz. Ask the students to draw a picture of the following people: lawyer, judge, doctor, nurse, secretary, teacher, airline assistant, bus driver, professor, soldier, etc. At the end tally how many pictures depict men and how many pictures depict women. What occupation was depicted as a man by the largest number of students? What occupation was depicted as a woman by the largest number of students? Was there a difference in the way the boys in the class and the girls in the class depicted the categories?

5. Suggest a series of occupations to the students and have them suggest new titles for these occupations. The title should not use sexist language.

EVALUATION:

Observe the students as they are reading their textbooks, do they notice sexist language?

Observe how the students have reduced their use of sexist expressions in their own language.

Suggested by: Sister Maxine Pohlman, SSND
St. Peter School
Jefferson City, Missouri

Lesson 32

## YOUR OWN LESSON

Editor´s Note:

You have now read through about thirty-one lessons. You have also discovered areas in which there should be lessons. You may have developed your own lessons in these areas. This lesson plan provides you with the opportunity of writing your own lesson on some everyday topic that will help students reflect on a value. This page provides you with the format for such a lesson.

You may also wish to share your lesson with other teachers. At some time in the future the editor of this manual would like to publish additional lessons. If you submit your lesson it will be considered for inclusion in the expansion of this manual. Send your lesson plan to:

Brother Robert Kealey, F.S.C.
Manhattan College
Bronx, New York 10471

VALUE:

BACKGROUND:

OBJECTIVE:

ACTIVITIES:

Primary Level

Upper Level

EVALUATION:

Suggested by:

AILABLE

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
Suite 100, 1077 30th Street, N.W.
Washington, D.C. 20007
(202) 293-5954